

TASK FORCE ON BEST PRACTICES IN SPECIAL EDUCATION  
AND BEHAVIOR MANAGEMENT

The Task Force on Best Practices in Special Education and Behavior Management held a meeting at the Arizona Department of Education, 1535 W. Jefferson, Room 417, Phoenix, Arizona, on July 30, 2009, from 10:00 a.m. to 3:00 p.m.

Members Present      Others Present

Roberta Brown (by teleconference)  
Sylvia Cohen  
Daniel Davidson  
Kali Fedor  
Melissa Fields  
George Huggins  
Teri Rademacher  
Michael Remus, Chairperson  
Holly Reycraft

Lynn Busenbark, ADE/ESS  
Candice Trainor, ADE/ESS

Minutes approved (As Read) (As Amended)

Chairperson: \_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Topic	Discussion	Assigned Tasks
1. Roll call and introductions	<p>All nine (9) members of the Task Force were asked to introduce themselves and identify the outcomes they hoped to see in the development of the document. Some of the ideas stated were:</p> <p>Educate all staff members in appropriate behavior management techniques to reduce the number of instances in which seclusion and restraint are necessary.</p> <p>Provide guidance to districts and charters with the most concise, best recommendations so that they may make the best decisions for their schools.</p> <p>Notify parents as soon as an incident occurs.</p> <p>Incorporate a system for accountability in the schools that includes a way to record data on student behavior as well as the events leading up to the use of restraint or seclusion by trained school staff.</p>	1. None.
2. Identification of research used in the development of the draft	<p>Dr. Busenbark introduced the documents used in preparation of the draft document. Each Task Force member received a folder containing all documents. Please email Candice Trainor at <a href="mailto:candice.trainor@azed.gov">candice.trainor@azed.gov</a> to make a request for copies.</p>	2. None.

#### Documents Reviewed in Preparation of the Draft

##### State Policies/Procedures/Statutes

1. Arizona Department of Economic Security regulations on Managing Inappropriate Behaviors
2. Policies on Corporal Punishment through Arizona School Boards Association
3. Illinois (through Crisis Prevention Institute)
4. Massachusetts Code on Physical Restraint
5. Michigan Standards for Emergency Use of Seclusion and Restraint
6. Texas Education Rules and Nonviolent Crisis Intervention
7. Wisconsin directives on the use of seclusion and restraints

Topic	Discussion	Assigned Tasks
	<p>Other technical assistance documents</p> <p>8. Dan Davidson Initial Recommendations for Reducing Unnecessary and Dangerous Use of Restraints and Seclusion in Arizona's Schools</p> <p>9. Council for Exceptional Children/Council for Children with Behavioral Disorders a.. Position Summary on the Use of Physical Restraint Procedures in School Settings b. Position Summary on the Use of Seclusion in School Settings</p> <p>10. Crisis Prevention Institute, Inc. a.. A Checklist for Writing Policies and Procedures b. Risks of Restraints</p> <p>11. Family Resource Center for Disabilities and Special Needs Manual of Recommended Practices: Project REST – Restraint: Efficacy, Safety and Training</p>	
3. Presentation of the draft document	Dr. Busenbark presented the major sections of the draft document to the Task Force.	3. None.
4. Discussion and feedback regarding the draft document	<p>The majority of the meeting time was spent reviewing, discussing and revising the draft document. Major points that were discussed during this section include:</p> <ul style="list-style-type: none"> <li>• The importance of consistent training in crisis management procedures that are facilitated by individuals who are certified to train others in specific techniques.</li> <li>• The necessity to delineate which methods of restraint/seclusion will be prohibited.</li> <li>• The collection of data, through AZSafe or other methods that will provide information about the incidents in which crisis management was required.</li> </ul>	4. The Task Force will resume discussion of “destruction of property” at the next meeting.

Topic	Discussion	Assigned Tasks
	<ul style="list-style-type: none"> <li>• The need for parent involvement in the development of school-based plans and the importance of parental notification of changes to the policies, procedures and practice.</li> <li>• The definition of “Destruction of Property” and how it applies to crisis management.</li> <li>• The distinction between “voluntary seclusion”, “time out” and “seclusion.”</li> </ul>	
5. Discussion regarding the Task Force’s next steps	<p>The revisions to the draft document will be synthesized by Dr. Busenbark and made available via email to Task Force members by Wednesday, August 5.</p> <p>By Friday, August 7, 2009, Task Force members are encouraged to send any suggestions or comments to Dr. Busenbark via email so that a working document will be available by the next meeting, Friday, August 14, 2009.</p> <p>The next meeting will be held on Friday, August 14, 2009, from 9:00 a.m. to 5:00 p.m. at Arizona Department of Education, Palm Lane Building 2005 N. Central, Room 100 Phoenix</p>	5. Each task member will send their suggestions for changes to Dr. Busenbark by Friday, August 7, 2009.
6. Call to the public	<p>Seven (7) parents and community members shared public comment in support of the document the Task Force has been appointed to create.</p> <p>Parents and community members have asked the Task Force to include parent training, parent notification, clarification of Time Out vs. Seclusion rooms, the increased use of BCBAs and recommendations for further legislation to put accountability behind the guidelines/recommendation.</p>	6. None.

Topic	Discussion	Assigned Tasks
	<p>Charles Baron, Parent</p> <p>Mr. Baron is the parent of a 7 year old son with Autism. His son has limited verbal communication. Mr. Baron impressed upon the task force the importance of parental notification because he is unable to communicate with his son and relies 100% on the information from the school to let him know if seclusion is used on his son. He mentioned that he was not notified in a timely manner to the fact that his son's pre-school was using restraints on his child. The student was placed in an isolation chair for instructional purposes, but that practice was never mentioned in IEP meetings or clearly explained to the parents. Mr. Baron feels that he should have been involved in that decision-making process. He also raised concerns that this practice is used particularly for students with Autism as an instructional tool to keep them "on task." He worried that allowing restraints to be used as an "instructional aide" would allow schools to continue misusing the restraints.</p>	
	<p>Melissa Van Hook, East Valley Autism Network</p> <p>Ms. Van Hook is the mother of two boys with Autism and a co-founder and facilitator of the East Valley Autism Network. EVAN has received many phone calls from parents about the misuse of seclusion or restraint by school staff members who were not appropriately trained to practice these management techniques. When Crisis Prevention/Intervention was introduced in schools, it was meant to be used only in rare circumstances, now it seems to have become abuse on these children. Rather than managing challenging student behaviors with a positive behavior and intervention strategy approach, school staff are quick to restrain children, even when the behavior poses no threat to staff, the student, or other students. Instead, she has received calls about</p>	

Topic	Discussion	Assigned Tasks
	<p>children being restrained for non-compliance or difficulty in transitioning from one task to another. Ms. Van Hook urged the task force to imagine how parents feel to receive news from their children that they were restrained, sent to a locked room or sat on because they didn't comply when a teacher asked them to return to their seat. She emphasized the need for accountability in schools as parents are desperate for somewhere to turn to when things go wrong with their children's safety.</p>	
	<p>Kristina Blackledge, Parent</p> <p>Ms. Blackledge is a parent of five; three of her children have neurological disabilities. She spent most of her public comment time asking for clarification on points mentioned during the course of the meeting including: Time Out vs. Seclusion rooms and parental notification recommendations. She thanked the task force for their actions and expressed a desire to see tougher legislation on this issue.</p>	
	<p>K.E., parent</p> <p>Ms. E., who had wished to remain anonymous, gave personal testimony about her child's experiences with restraints in public school. Her child was unable to communicate the abuse he was receiving in school and was often secluded or restrained by school staff for periods longer than 20 minutes. On one day, she noticed the bruises and evidence of harm inflicted upon her son when a staff member sat on him as a result of his non-compliance. Ms. E. was moved to tears while giving her testimony and asked the task force to ensure schools would be held accountable for their actions against children.</p>	

Topic	Discussion	Assigned Tasks
	<p>Katie Wride, EVAN and ASA-GPC Parent Mentor</p> <p>Ms. Wride echoed comments of other parents asking for further action from this task force, increased accountability in schools and ensuring safety for all children. As a member of EVAN and ASA-GPC, Ms. Wride assists other parents whose children have experienced seclusion and restraint.</p> <p>Cynthia Macloskie, Parent Mentor for ASA, Act today</p> <p>Ms. Macloskie brought her son along with her for public comment. She mentioned that she had been homeschooling him since he was in preschool because he experienced misuse of physical restraints while in public school. She expressed a distrust of public schools. As a Parent Mentor, she also assists parents who are encountering problems with the public school system specific to seclusion and restraint practices. She called for stronger legislation.</p> <p>Robert Ni, Community Representative – Arizona Autism United</p> <p>As a community representative, Mr. Ni has worked with many families in Arizona in trying to make changes in public school systems safer for kids. He mentioned that he had come to the United States from Taiwan to work on this project and was very interested in following the outcomes of the Task Force's recommendations. He has worked tirelessly to ensure that safety of children with disabilities, especially Autism, is a priority for all schools.</p>	
7. Adjourn	Mr. Remus adjourned the meeting at 2:55 p.m.	7. None.